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MODEL SCHOOL DIVISION--A REPORT OF THE BOARD OF EDUCATION, JUNE, 1967.

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DESCRIBED IN THIS REPORT IS THE MODEL SCHOOL DIVISION (MSD) WHICH SERVES THE INNER-CITY PUBLIC SCHOOLS OF WASHINGTON, D.C. FUNCTIONING AS A SEMI-AUTONOMOUS UNIT WITHIN THE SCHOOL SYSTEM, MSD HAS AS ITS BASIC OBJECTIVES IMPROVING EDUCATIONAL QUALITY, SERVING THE SPECIAL EDUCATIONAL NEEDS OF THE COMMUNITY, STIMULATING SCHOOL-COMMUNITY INVOLVEMENT, AND INITIATING ADMINISTRATIVE INNOVATIONS. ONE OF ITS SPECIAL GOALS HAS BEEN THE DEVELOPMENT OF NEW PROGRAMS TO IMPROVE THE LEARNING POTENTIAL OF A TARGET POPULATION OF SOME 16,500 DISADVANTAGED STUDENTS. PROGRAMMATIC INNOVATIONS INCLUDE STAFF DEVELOPMENT, CURRICULUM IMPROVEMENTS, NEW CLASSROOM ORGANIZATION, AND CULTURAL ENRICHMENT. OTHER MSD PROGRAMS HAVE BEEN IN THE AREAS OF TRAINING COLLEGE GRADUATES FOR URBAN TEACHING, EVOLVING A CORPS OF "PARAPROFESSIONALS" TO BE ASSISTANTS AND AIDES, OPENING FIVE PRESCHOOL CENTERS, AND DEVELOPING THE MSD UNITS INTO "COMMUNITY SCHOOLS." THREE NEW PROGRAMS WHICH ARE PLANNED ARE A COOPERATIVE COLLEGE-SCHOOL PROJECT, A RESIDENTIAL JUNIOR HIGH SCHOOL, AND A HIGH SCHOOL COURSE IN DATA PROCESSING. EVALUATIONS OF MSD HAVE BEEN CONDUCTED BY INDEPENDENT INSTITUTIONS AND BY THE DIVISION ITSELF. THE MAJOR DIFFICULTY FACED BY MSD IS THE CONSTANT UNCERTAINTY ABOUT FUNDING AND OTHER SUPPORT FROM THE BOARD OF EDUCATION. (NH)

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**Model School Division**
**Public Schools of the District of Columbia**
**Washington, D. C.**

**Carl F. Hansen**
**Superintendent**
**D. C. Public Schools**

**Norman W. Nickens**
**Assistant Superintendent**
**Model School Division**

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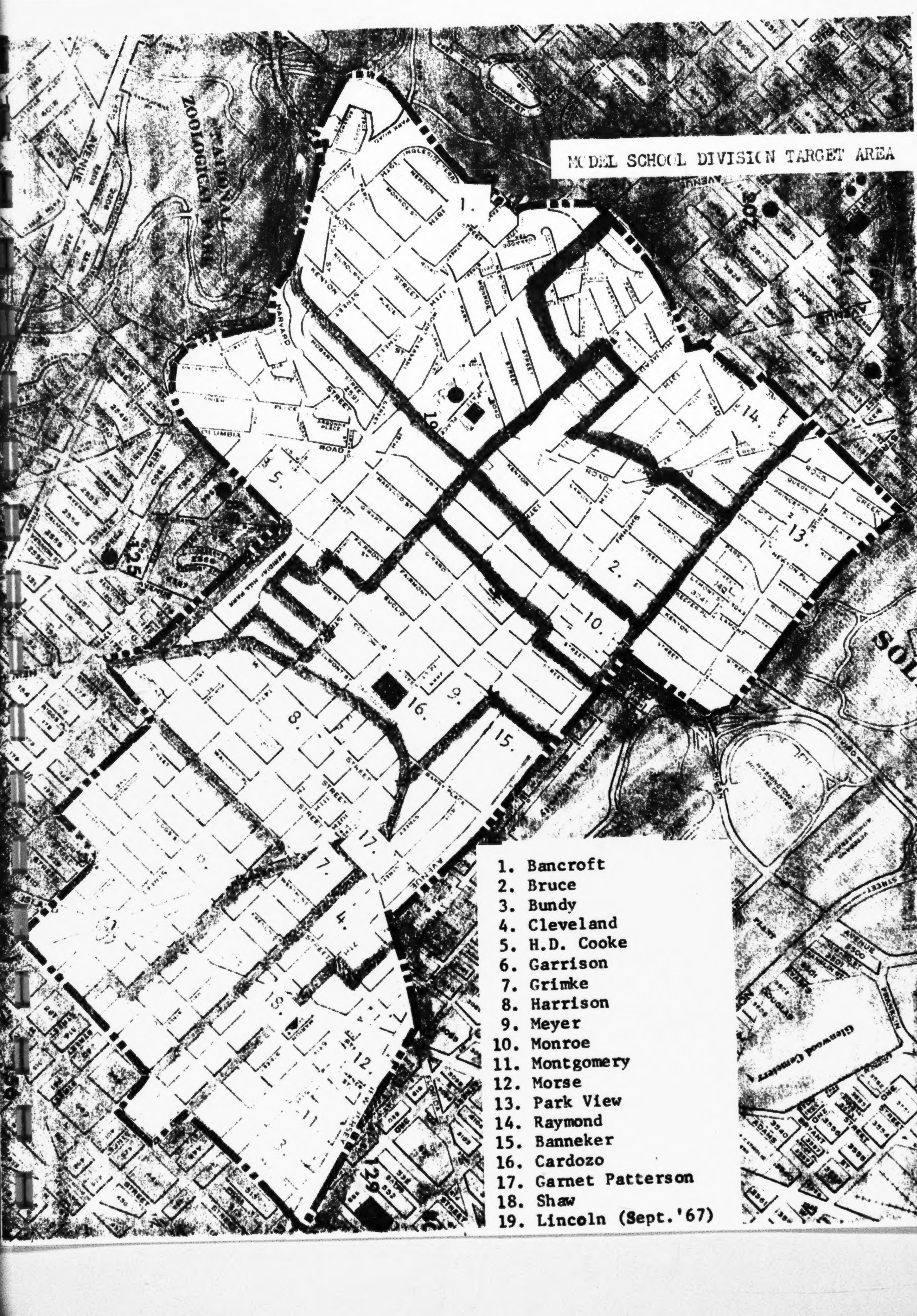
NATIONAL ZOOLOGICAL PARK
Glenwood Cemetery

MODEL SCHOOL DIVISION TARGET AREA

1. Bancroft
2. Bruce
3. Bundy
4. Cleveland
5. H.D. Cooke
6. Garrison
7. Grimke
8. Harrison
9. Meyer
10. Monroe
11. Montgomery
12. Morse
13. Park View
14. Raymond
15. Banneker
16. Cardozo
17. Garnet Patterson
18. Shaw
19. Lincoln (Sept.'67)

## I. INTRODUCTION

The Model School Division is pleased to have this opportunity to report to the Board of Education.

We are pleased because we believe the Model School Division has begun to set in motion the kind of educational program all of us concerned with quality education want and need for our inner-city children. Projects implemented in the Model Schools such as the preschool program, the Cardozo Project in Urban Teaching, staff development techniques, and nongrading and team teaching programs, have already proven their worth and are being disseminated in other schools and other school systems. New curriculum materials and methods have been developed; creative approaches to the use of teacher aides are being explored; community-school interaction in all projects is being increased.

At the same time, we feel we should present for the information of the Board not only our accomplishments, but also our shortcomings and the problems, both external and internal, which we have faced and continue to face as we attempt to carry out our mission.

Many children come to us with emotional, psychological, intellectual, and physical needs which result from poverty and unstable family environments. Most of our teachers come to buildings which are crowded and outmoded, not conducive to innovative classroom organization and the sense of freedom necessary if innovation is to succeed. The "autonomy" of the Division is conditioned by the traditional regulations and limitations of big-city school systems. Internally, our programs have often operated independently and sometimes at cross purposes. Much of this lack of coordination is the almost inevitable result of our funding history, which is fraught with delays, lack of planning time, cutbacks, and total eliminations. The Model School Division has requested, but never received funds to support an internal research and evaluation capability. In many cases it has had to rely on volunteers. Recruiting, deploying, and retaining qualified staff is a perpetual problem compounded by the tentative nature and timing of our funds.

Since creation of the Model School Division was authorized by the Board in June, 1964, its mission and its programs have been subject to controversy and confusion. At points its continued existance has been in doubt. It is time for the Board and the school administration to silence these doubts and to extend to the Model School Division the additional power and responsibility and the increased funding necessary to fulfill the mission now begun.

Lacking the Board's strong and continued commitment, this important beginning in urban education may falter and die. With this commitment, the Public Schools of the District of Columbia can bring into being an innovative center whose programs and practices will radiate throughout the school system.

In its brief history the Model School Division has spawned 26 significant new programs and projects. It has brought the skills and resources of outside organizations into collaboration with the school system. In the present phase emphasis is shifting to consolidation and coordination of programs and activities to insure maximum impact on the total school environment and the pupil. It is planned that much of the effort in the coming year will be devoted to improved organization and administration, rather than to the addition of new projects.

At the same time there will be opportunity to carry on the careful systematic planning necessary for the next phase of expansion and development within the Model School Division. The Model School Division is anxious to analyze and evaluate the potential of many new ideas, including decentralization plans, "school within a school" plans, cooperative resource programs, new approaches to reading, and flexible methods for diagnosis and prescription of instruction according to individual pupil need.

There is little purpose in consolidating programs and laying grand plans unless it is clear there is solid support for the Model School Division. The following recommendations are therefore submitted for the Board's consideration:

1. We recommend the Board go on record in support of the following administrative provisions:

    a. That the MSD have the authority to deploy all specialized teaching personnel and supervisory personnel to insure effective coordination of departmental activities with experimental programs of the MSD.

b. That the MSD have the authority to disseminate experimental programs and curricula of demonstrated validity and applicability throughout the MSD even though these programs and curricula may not be represented in the standard departmental courses of study.

c. That the MSD have the authority for direct purchase of experimental materials through a special account administered by the Assistant Superintendent of MSD.

2. We recommend that the Board earmark a sum of $100,000 for MSD planning and program development. The earmarked sum should be over and above funds allocated to the MSD on the basis of present federal aid formulas. With this additional money the MSD will have the time and resources for careful planning. It will be able to visit other projects, hire outside consultants, free teachers and administrators for some planning work, and involve the community and parents in planning efforts. Within one year the MSD will return to the Board with a comprehensive, long-range plan for fulfilling the broad and far-reaching mission which the Board initially conceived for it.

The rationale for these recommendations will emerge from the following pages as the Model School Division reports on its progress and potential for implementing change in urban education.

## II. MODEL SCHOOL DIVISION: MISSION

The common mission of educational efforts is to help people learn. As a specific educational entity, the Model School Division of the Public Schools of the District of Columbia also has a specific two-fold mission: to operate as a semi-autonomous subsystem within the regular school system; and to develop new programs which help children learn better than they have in the past.

This special mission was embodied in the Board of Education's decision of June 1964 to create within the regular school system a "model system" as an "across the board experiment -- curriculum development, utilization of teachers, the management of the system itself -- with provisions for ...rapid exploitation of new opportunities" for inner-city children.

The selection of the Cardozo area as the "model system" site was deliberate and logical. Washington Action for Youth, an arm of the President's Committee on Juvenile Delinquency had, on the basis of detailed studies, selected the Cardozo area as a "target" for intensive community action because the area contained in four square miles a microcosm of the city's ills.

Today the Model School Division is a microcosmic school system whose scope and complexity rivals that of many medium-sized school systems across the country. Its boundaries presently contain five preschools, fourteen elementary schools, four junior highs (one slated for opeining in September 1967), Cardozo Senior High, and a city-wide vocational high school. The pupil membership as of May 1967, indicated an in-school population of approximately 16,500: 400 preschoolers; 11,000 elementary children; 3,500 junior high students; and 1,600 senior high students at Cardozo. The subsystem is staffed by 665 teachers.

It has been presided over since November 1965, by an Assistant Superintendent in charge of the Model School Division, who assumes the administrative and operational roles formerly shared with other Assistant Superintendents.

## Objectives

The objectives of the Model School Division are those which, backed by the best evidence and judgment obtainable thus far will enable the subsystem to accomplish its mission. Its four basic objectives are:

1. to improve the quality of instruction, through creative development and use of staff, curriculum, classroom organizational patterns, and auxiliary personnel.

2. to extend educational services, through determining and serving the special needs of its community.

3. to develop interaction and involvement of the community with the schools, through parent involvement in school planning, coordination of community resources with community needs, and through programs which help parents support their child's learning.

4. to improve administration, through coordination of experimental programs with on-going school activities, flexible administrative practices, and new patterns of personnel utilization and deployment.

## Accomplishments

Since its inception, the Model School Division has been shifting, discarding and replacing outmoded educational gear in efforts to identify and meet the real needs of today's children in today's urban communities.

Ideas have been put into action; approximately 26 innovative projects have been planned and implemented. Some projects, such as particular approaches to reading, have been introduced only in a few classrooms in a few schools. Other projects such as Staff Development and Cultural Enrichment, serve all schools in the target area.

Children are participating in new learning experiences with materials such as gerbils and Bank Street Readers. Through cultural enrichment activities students are becoming familiar with the city outside the ghetto. The extended-school library program attracts over 1,000 children per month to centers where they can browse, do homework, or find companionship with peers and adults. At Cardozo Senior High, selected "marginal" seniors are participating in a work-study program, in which their afternoon high school curriculum program supports and complements their morning work as teacher aides or health aides.

Teachers are also participating in new learning experiences which will help them become more professional in diagnosing individual needs, prescribing individual solutions, and utilizing the supportive services of teacher aides and consultants. Through intensive summer institutes, 150 teachers in 1965 and 200 teachers in 1966 were trained in the use of new materials and teaching methods in the subject areas of science, mathematics, and social studies. Their summer experiences have been followed up during the regular school year by workshops and the supportive counsel of curriculum specialists who observe classes in action, offer evaluation, and demonstrate how techniques may be changed or further developed. We are preparing new teachers trained specifically for teaching in inner-city schools through the Cardozo Project in Urban Teaching, which has graduated 60 "interns" since its inception.

Classroom patterns are rapidly changing in the Model Schools. Team teaching and nongraded sequences have been successfully introduced in eight elementary schools, involving over 3,500 students and 99 teachers on both primary and intermediate levels. These departures from the traditional one class-one teacher and one class-one curriculum classroom patterns are allowing the inner-city child to experience valid and continual success as he progresses from his own unique interest and ability levels. Teacher focus is shifting from the individual "me" to the collective team, and from the collective "pupils" to the individual child.

Such changes indicate that the Model School Division has also been successful in fostering a climate receptive to change. Teacher morale in the Model School Division has improved as the teacher's decision-making role has increased. Individual faculties are encouraged to develop curriculum and organizational guides for implementation of programs and deployment of personnel on the basis of their assessment of their school resources and needs, and many have done so.

A major accomplishment has been the improved articulation among levels of personnel. In the past, individual schools often operated as separate entities rather than as a part of a group effort. Similarly, intra-school meetings were restricted to elementary meetings and secondary meetings. The MSD has espoused the philosophy of the educative process being a continuum and therefore requiring continual and close communication among all persons involved in the process. All principals and assistant principals come together as a group for the regular monthly meetings held by the Assistant Superintendent. More significantly, several schools have initiated joint faculty meetings. "Feeder" elementary schools are meeting with junior high staff members in order to smooth the often difficult transition of students from an elementary to a secondary school setting. Intra-school use of facilities and resources isoccurring with greater frequency.

Articulation between school staffs and parents has also increased significantly. A Parents Advisory Committee to the MSD was organized in 1965 and has played a key role in such activities as recruiting area residents to participate in evening courses and apply for job opportunities. The preschool centers have set up an excellent two-way communication network with the parents of preschoolers. Each center has a Parent Advisory Council which takes an active role in program development, implementation, and evaluation. In addition,preschool parents are devoting hundreds of volunteer hours each month at the centers, continually increasing their involvement in their children's education.

Articulation among MSD administrative staff and outside groups expert in various educational fields has been furthered this past year through the development of an informal planning and review board which has met on a almost weekly basis to consider the progress and potential of the MSD. Key persons from the Harvard Graduate School of Business Administration, Bank Street College, Trinity College, Educational Development Center, Inc., and the General Learning Corporation have been on call for meetings. The caliber of creative thinking and expertise contributed by these individuals has been matched by their commitment to the total concept of the MSD: most have volunteered their time and talents. The significant contribution made by this group lends all the more urgency to the MSD's request for special planning funds in order that a planning and review board may be established on a more permanent basis.

The MSD has also been affiliated with Bank Street College through a year-long workshop in supervision sponsored by the College. Eight MSD administrators and principals have participated in experiences directed toward developing their role as a supportive resource to be utilized by teachers.

A visiting team of educational specialists from Puerto Rico who recently spent a full week in MSD classrooms summed up the learning climate as one in which "innovation seems to be taken as a matter of fact process, as part of what has to be done to take care of children's needs." This evaluation suggests that the Model School Division is achieving success toward its goal to implement a new, and unthreatening, concept of supervision wherein the role of the supervisor is to help teachers develop a creative, flexible, and adaptive approach toward usage of methods and materials.

Progress, however, has not been dramatic. In its three years of existence as a subsystem, the Model School Division has not revolutionized every classroom, provided all services to meet all needs, prevented every potential drop-out from leaving school, or raised every child's reading level to the national average. Yet, many have expected such outcomes from the "model" system.

What progress has been made has been won under extremely difficult conditions.

## Problems

Many children enter Model Schools with emotional, intellectual, and physical needs resulting from poverty and unstable home environments. Based on the conservative $4,000 family annual income poverty index, 45% of all MSD students come from poverty-line families, although the figure jumps to more than 62% in certain area neighborhoods. Almost 40% of children under 18 are living in one-parent and non-primary households. Rented dwellings, most run by absentee landlords, account for 85% of area homes. Approximately 20% of Cardozo residents live in overcrowded and substandard housing. The average educational attainment for the adult population is 10.3 years.

The needs of the area's schools and teachers are also great. The majority of school buildings are outmoded and not easily adaptable to new patterns of organization such as team teaching and multiple listening centers. During the 1966-67 school year, 14 of 18 school buildings operated above building capacity, including the Meyer School, newly built in 1963, which was forced to operate four classes continuously in its auditorium. One-half of MSD elementary schools operated more than 100 pupils above building capacity.

The semi-autonomous status of the Model School Division has bred administrative problems. From its inception, MSD has had to operate within the regulations and guidelines of four complex agencies whose objectives are not always similar: the D. C. Public School System; the D. C. Government; the United Planning Organization and the Office of Economic Opportunity. Effective working relationships among and between all agencies involved, have often been strained by conflicts over personnel regulations, program authorization, and questions of ultimate authority. Such conflicts have hindered MSD program planning and implementation. Further, conflicting expectations about the role of the MSD have created uncertainty within the community about the role of the Model School Division; the community has often expected overnight change and ideal facilities to be produced in its schools.

This uncertainty has occured even within the MSD itself. Uncertainty about role, in addition to poor planning and communication patterns among staff members, has contributed to the serious problem of inadequate program coordination, with the result that efforts are often duplicated or operate at cross purposes.

The greatest deterrent to coordination, however, has been the unpredictable and unstable funding history of the Model School Division.

Operational funds for the 1964-65 school year were not authorized until December, 1964. Because existing regulations prevent the ordering of materials and supplies prior to authorization, experimental programs, excepting Preschool, could not become operational until March 1965, three months before the end of MSD's first "year" of operation. Funding for the 1965-66 school year was not approved until January 1966, with subsequent implementation of new programs at mid-year on a "crash basis". This past school year marks MSD's first year of operation with major funds approved previous to the opening of school.

Erratic funding, in addition to budget cutbacks, have resulted in inadequate evaluation of program effectiveness. No sustained research and evaluation capability has yet been funded, despite yearly budget requests for research staff. Therefore, research efforts have not been conducted in a systematic manner and have not used all data available. Project coordinators have been forced to rely heavily on subjective opinion in evaluating their own particular programs.

## Evaluation

Through consultants and contracts with educational institutions, in-depth evaluations have been conducted for some programs. In addition, the Model School Division has been able to undertake three comprehensive studies of the subsystem as a whole, focusing on program effectiveness, personnel attitudes and organizational structure.

The program effectiveness study is being conducted through the George Washington University Research Project, which is concurrently engaged in evaluation of all Title I ESEA funded programs operating in Washington, D. C. schools. The George Washington University Project is assessing the contribution each MSD program is making to better individual student performances in such areas as reading, communication skills, writing, attitudes, and motivation. While the final report will not be available until this summer, a preliminary report concludes that the various MSD programs are making significant progress toward their expressed objectives.

A second comprehensive study, conducted by Dr. Morton Shaevitz, consultant to the Model School Division from the University of Michigan, has begun to survey the attitudes and opinions of all MSD personnel and selected non-Model School Division personnel in an attempt to determine how school personnel view their situation within the schools and what changes they feel should be made.

The third comprehensive study, conducted by Harvard University's Graduate School of Business Administration and completed in May 1967, focuses on the organizational structure through which the Model School Division might more fully realize its potential to effect change in urban education. The Model School Division requested such a study because it feels it has not exercised the most effective means of fulfilling its mission.

The Harvard study cited as the three major problems hampering present operations of the Model School Division:

(1) the method by which new programs are introduced without adequate time for orientation and involvement of teachers and principals; (2) the lack of systematic evaluation of innovation; and (3) an administrative structure not conducive to experimentation and change.

The report then made specific recommendations for changes by which these problems could be alleviated:

1. Establish in each Model School a resident resource teacher, who will coordinate inter-and intra-school program operations and serve as a supportive resource and liaison for teachers and principals.
2. Designate to a central MSD staff person the responsibility for expediting all MSD purchasing requests.
3. Establish within the Model School Division a research coordinator, who will coordinate systematic evaluation and report directly to the Assistant Superintendent in charge of the Model School Division.
4. Streamline the present administrative structure.

The study also concluded that, in order to more effectively fulfill its purpose as an innovative center, the Model School Division should be free to purchase materials and supplies necessary for effective operation of experimental programs and to make creative application of existing regulations.

Such evaluative studies, in addition to its own evaluation of its experience to date, have led the Model School Division to propose certain changes. The Model School Division has made progress in its attempts to find new solutions to the problems of educating the inner-city child. The immense challenges facing urban school systems today demand that progress be accelerated.

## III. MODEL SCHOOL DIVISION: PLANS

The Model School Division's blueprint for its future is based on its conviction that it has only begun to exercise its potential for bettering the educational experiences of inner-city children. Progress must be accelerated by working out problems, capitalizing on accomplishments, and exploring new possibilities.

### 1. The Model School Division plans to coordinate and unify existing programs.

Program coordination will be increased by focusing on the school as a unit of change, rather than as a setting for individual programs. A unifying framework will be provided by the Staff Development Innovation Team , one of whose primary responsibilities will be to help school staffs integrate the aims of all new programs so that the total school environment is geared to innovation. Focus on the school as an innovative unit will lead to evaluation of the total impact a coordinated and concentrated program can have on the learning processes of children. This focus will also enable the Model School Division to begin to develop correlated program models.

Unity of purpose and systematic progress depend upon close relationships between program planners and program operators. Therefore, the Model School Division will attempt to more closely involve building principals and central staff in all phases of program development. It will also attempt to develop a more ongoing and open process of two-way communication with teachers. The Teachers' Advisory Committee, questionnaires on program operations, and "feedback" through program staff have provided some means for gauging teachers' opinions about how programs are working and what changes should be made; but much more can be done. The Innovation Team will play an important role in this area.

2. The Model School Division plans to develop new programs.

The development of new MSD programs must proceed in a more comprehensive and deliberate way than it has in the past.

New programs should be developed from the needs of the community which they are to serve. The Model School Division has begun, and intends to further through such programs as Community School, the type of relationship between school and community necessary if all needs are to be determined.

The Model School Division also plans to experiment with program models ongoing in other urban centers. Many communities throughout the United States are facing the same problems which confront the Model School Division. Through exchange visits and bringing people in to talk with teachers and other staff people, experiences can be shared and perspectives sharpened.

The importance of meaningful employment opportunities for young people cannot be overemphasized. The new Cardozo Data Processing project will explore the idea of further extending the curriculum base of the general high school to meet student needs.

New ideas which the Model School Division wishes to experiment with involve various kinds of cooperative models. School systems should utilize every resource at their command; the stimulation of outside contact is an adjunct to such available but under-utilized resources as universities, industries, and non-profit organizations. A Cooperative School-University Project is described in the program section of this report. The potential of cooperative models is tremendous and could lead to a four-way collaboration of university, school, industry, and non-profit organization focusing on a specific area within the Model School Division or perhaps on the Division itself.

The idea of a "school within a school" is also worth exploring. As school populations increase, meaningful interaction of students with staff, students with students, and staff with staff often decreases. The organization of a large school into smaller, more personal units has been operated with success in the Newton Schools, and would perhaps be feasible in the new Shaw Junior High School building. Therefore, the Model School

Division will begin to work with the idea of a "school within a school" pattern of organization in order to have a completed model by the time the new Shaw building is ready to open.

A major part of next year's efforts should be devoted to planning a program for the diagnosis of learning needs, and the design of instruction and flexible prescriptions for them. Diagnostic mechanisms may be developed within existing programs such as Preschool.

The Model School Division would also like to experiment with decentralization of functions within the subsystem. As noted earlier, the size and complexity of MSD equals that of a medium-sized regular school system. A need exists for closer coordination of program administration and supervision, and creative usage of the concept of decentralization will be explored.

3. The Model School Division plans to disseminate valid programs.

Several MSD programs have been disseminated into non-MSD schools and into other school systems. The first of these was the Cardozo Project in Urban Teaching, which served as the model for the Nation Teacher Corps and which is presently being expanded to additional non-MSD schools within the regular school system. MSD nongraded and team teaching classrooms were visited by numerous supervisors and teachers from outside the Model School Division last year. Project coordinators held cooperative workshops through which experiences could be shared and ideas spread.

Next year the Model School Division would like to see additional programs which have proved successful in MSD schools disseminated into other schools. Proposed models include the teacher aide program, and its concept of the teacher aide as a second adult in the classroom to whom the child can relate in a meaningful way. The TAP report, which details the training experiences of the aides, is already receiving wide circulation in many school systems and universities.

The Community-School model is one which the Model School Division hopes will spread rapidly into other areas. The Cooperative School-University Project offers many possibilities of adaptation in other settings, as does the Staff Development program.

4. The Model School Division plans to improve its administration.

One method of improving MSD administration will be to streamline its organizational pattern through new reporting and coordinating line functions such as the Innovation Team.

The Model School Division also plans to initiate a planning-programing-budgeting cycle for all existing and proposed programs. This continuous cycle will be made possible by the relative stability of Title 1 ESEA and Impact Aid funding. Under such a cycle, the school year is divided into quarters with anticipation of next year's needs and formal evaluation of program effectiveness beginning during the second quarter. The second half of the school year is then devoted to coordination of funding resources with program needs and actual budget development.

Continuous research and evaluation is also necessary for improved administration. The Model School Division offers a unique testing ground for research and evaluation of the most creative and intensive nature which should be utilized to its fullest potential.

One feasible way to obtain quality research and evaluation capability may be to contract with an independent agency or institution, with provision that the researchers reside within the MSD so that the concepts and techniques of evaluation are active at all stages of program formation, implementation, and operation. New evaluative measures are urgently needed, for traditional tests and approaches are not suitable for measuring what changes are taking place in inner-city children. Neither are they accurate in measuring potential and special abilities.

Administration of MSD schools and programs will also be facilitated by resources to handle the vast informational needs of the subsystem. Information about programs and progress must be disseminated to the community on a regular basis. Innovative programs in other schools should be monitored, and information about them disseminated to school staff.

Over 1,000 educators, one-third from out-of-state and foreign countries, formally visited MSD classrooms last year. The Model School Division hopes people will come in increasing numbers to see what is happening and exchange new ideas with staff; it therefore feels the need for an MSD staff person to assume responsibility for handling the numerous administrative details of arranging informative tours of schools and programs, thus freeing principals and program staff from this responsibility. There is also great need for a staff person to handle two-way communication with press and other public information media.

All these informational needs should be carried out by an information officer; the idea is worth exploring in conjunction with plans to decentralize staff functions.

In summary, then, the Model School Division intends to pursue four major operational objectives during its next year:

1. Coordination of present resources and programs, focusing on the total school as a unit of change.
2. Development of new programs as awareness grows of special needs and promising ideas.
3. Dissemination of program models so that other schools and systems may profit from the Model School Division's experiences.
4. Improved administration, through systematic and comprehensive utilization of the potential for the total MSD to function as a unit of change.

Each objective is present in some form in the specific program proposals which follow this section of the report.

The Model School Division is acutely aware that effective change requires time, and therefore patience on the part of those working to effect it.

It is also aware that it cannot afford to ignore any opportunity for more fully meeting its obligations to help each child achieve the full measure and respect of his abilities.

## IV. MODEL SCHOOL DIVISION: PROGRAMS

All programs carried out in the Model School Division are directed toward helping children learn better than they have been able to in the past.

The common goal of the programs relates them in common objectives: development of increasingly skilled staff and of increasingly meaningful curriculum are major components of all the programs described.

The programs' approaches, however, vary; and therein lies their potential to create impact on the learning patterns and life patterns of students.

Eight major innovative programs have been developed within the Model School Division:

Staff Development;
Curriculum Improvement;
Classroom Organization;
Cultural Enrichment;
Urban Teaching;
School Assistants;
Preschool;
Community School.

Three new projects are to be implemented on a limited basis in September 1967:

Cooperative School-University Project;
Shaw-Home-Away-From-Home;
Cardozo Data Processing Project.

The rationale, method of operation, and future plans for each program and project are described in the following pages.

## STAFF DEVELOPMENT

### Rationale

The conception of the proposed Staff Development Program for elementary school teachers of the Model School Division is based on the conviction, supported by current educational research, that one key to effective education is the individual teacher with the knowledge, skills, and orientation which he brings to his job of helping children to learn. The experiences of the Model School Division Summer Institutes have demonstrated that these qualifications can be significantly strengthened and developed through provision of in-service training and follow-up support in the use of sound new teaching materials and methods.

The two-hundred teachers of the Model School Division who participated in the Summer Institute of 1966-1967 have received six weeks of in-service training in use of new curriculum materials in math, science, and social studies, and have been provided supporting consultant services during the school years following the Institutes. These teachers have responded positively to the new materials and the follow-up support, and there is concrete evidence that they are using the materials and the new teaching strategies they require in their classrooms.

Two components of the program are regarded as worth extending and applying intensively to other classrooms. One is the use in all subjects of concrete, manipulative learning materials. Such materials have been found to generate the interest of Cardozo-area children and to make it possible for teachers to organize their classes for individual learning. In accordance with the findings of current research that the disadvantaged child's desire to learn is often frustrated by demands for passive absorption of information -- a learning style which places a heavy premium on verbal expression and the ability to deal with abstractions -- these new materials provide the child with basic experience with natural phenomena and real things and stimulate him to learn by actively solving problems.

The second component worthy of extension and intensive application is training of teachers in the use of these new materials and support of the teachers when they return to their classrooms. The teacher, once trained, must be encouraged and given the freedom to innovate, must receive support in dealing with problems she encounters, and must not be thwarted in her attempts by insufficiency of materials or delay in their delivery.

## Plans for 1967-68

In order to promote the wider introduction of experimentation in new teaching methods and instructional materials to the classrooms of the Model School Division, it is proposed that an Innovation Team, consisting of fifteen teachers who have participated in a Summer Institute and used the new materials with their classes, be established.

This team will work in cooperation with subject matter specialists and coordinators on expansion of existing programs and continued experimentation with new curriculum materials and teaching techniques. Lacking any authority or power as supervisor or "official critics," their ability to encourage change and growth in teachers will depend entirely upon their knowledge, skills in human relations, and the actual opportunities they offer to the teachers to receive in-service training, follow-up support, and new materials.

The Innovation Team will operate out of a Staff Development Center in the Cardozo area which can serve as a laboratory for experimentation with new materials, a purchasing and distribution center for these materials, and a place where in-service workshops and after-school training sessions and conferences can be held.

The Innovation Team will be responsible for performing the following functions:

1. Planning for expansion of existing programs, support for old ones in operation, and gradual introduction of new ones.

2. Maintaining liaison with teachers and principals in the schools involved in new programs, helping them to integrate the aims of the various new programs, and providing support and encouragement in their implementation.

3. Organizing and conducting in-service training programs which will give teachers intensive experience with new methods and materials, and providing follow-up for these programs in the form of workshops and consultation in response to specific needs and problems.

4. Reporting regularly their observation on specific aspects of changes in classroom environment and teaching for purposes of evaluation.

The Innovation Team will be trained and organized for operation during the 1967 Summer Staff Development Conference. This experience will provide opportunities for team members to observe demonstration classes and to help other teachers practice the use of new materials and techniques which have been demonstrated.

## Evaluation

Plans for assessing program outcomes will have to be worked out with the Evaluation Unit of the Model School Division. Funds for evaluation have not been included in the budget. Evidence which indicates whether or not something is happening in the classrooms affected by this program that has not happened before must be sought. Data may be compiled on observable indicators of change in teacher interaction with pupil and in classroom environment, and on pupil growth and increase in skills.

## CURRICULUM IMPROVEMENT

### Rationale

The assumption behind the Curriculum Improvement Program is that the attempt to educate children in the inner-city schools has not been an unqualified success. Reading and achievement test scores of children in the D C. School System bear out this assumption. Therefore, teachers and administrators of the Model School Division have been seeking more effective approaches to teaching, and testing them through use in their schools. They have posed two questions: (1) What is really important for a child to know? and (2) How can we best enable him to acquire this knowledge? The Model School Division is attempting in the Curriculum Improvement Program to bring what happens in its classrooms into line with the answers it finds.

### Program Description

The new teaching methods and materials employed in this program attempt to arouse children's curiosity by building on their own experiences and thoughts. They provide variety and allow for individual differences in style and pace of learning. The children are allowed to learn by manipulating concrete objects and by actively solving problems which arise out of what they do. They are given their own equipment and investigate subjects in depth. Work in groups and the sharing of knowledge and experience among the children is encouraged.

At the end of the 1966-67 school year there were seventeen reading programs in use. The large majority of them are concentrated on the primary level, since it is there that the prerequisites for learning to read are developed. The programs differ in approach, content, organization, and level of difficulty. Teachers have been given the opportunity to choose the program or programs best suited to their particular pupils, and approximately 110 have elected to experiment with at least one of the new approaches. Each of the approaches is intended to complement other programs, in order to reinforce skills that the child had already developed. Most of them incorporate a variety of audio-visual materials, and integrate practice in speaking and writing.

Approximately seventy teachers have had training in Summer

Institute programs with new math. These include SMSG Mathematics, the Madison Mathematics and enrichment programs in primary mathematics. All of the programs place an emphasis on experience, on handling actual objects, and thus on building a background for the actual symbolic processes of math. Games are used to make drill in computation challenging and enjoyable. The emphasis in all activities is on developing the children's ability to move from the level of concrete experience to understanding of the abstract concept involved.

Approximately fifty-five teachers have learned new approaches to the teaching of social studies through the Model School Division Summer Institutes. The new social studies programs attempt to involve the student in investigation of the social realities of the world he experiences, and to develop his understanding of the theory behind what he sees. They use the nongraded series, Our Working World, which was designed especially for children in inner-city schools and incorporates many activities, such as drama, into the study of economics, sociology, politics, anthropology, geography, and history. Units on Africa and the Eskimo have also been designed and used successfully on elementary and secondary levels, and are now recommended for inclusion in the regular curriculum.

Approximately seventy-five teachers have been trained in the Summer Institute programs in new methods of teaching science. Units of study created by the Elementary Science Study are now in use in 120 classrooms from Junior Primary through sixth grades. These encourage development of imagination, intuition and curiosity through experimentation with concrete materials. Units of ascending complexity are available, many of them using the same materials at several grade levels in the presentation of increasingly complex tasks. For example, the equal-arm balance which is used in Junior Primary in playing "store" reappears in succeeding years as an aid to understanding of asymetry, levers, and numerical patterns.

## Plans for 1967-68

1. All interested teachers should have concrete learning materials in reading, social studies, mathematics and science.
2. Use of new teaching techniques, such as multiple listening stations for tape recordings should be expanded.

3. Units that have been successful should be made available to other teachers along with the materials needed to teach them. In-service workshops in the use of the new materials should be conducted. (Only one-third of the teachers are using Elementary Science materials; less are using the mathematics and the social studies programs.)

4. The search for new teaching units which employ concrete learning situations to capitalize on the inductive and motor styles of learning of the disadvantaged child should be continued.

5. Evaluative and diagnostic techniques that are based on concrete learning situations should be developed. They should measure learning that is not detected by purely factual and verbal tests.

6. Patterns should be found that allow children and their parents to learn together and pursue some of the same units of study. Such patterns would help to change parents' attitudes toward the school.

7. The above plans will be carried out by the Innovation Team and staff specialists in subject matter. (The Innovation Team has been described earlier as central to the creation and operation of a systematic program of Staff Development.)

## CLASSROOM ORGANIZATION

### Rationale

It is widely recognized by many educators that traditional patterns of classroom organization neither allow for complete utilization of teacher talent, nor provide individual children with maximum opportunities for achievement and success. For the past two years the Model School Division has been implementing new programs in classroom organization which seek to promote maximum use and development of the strengths of its teachers, and to permit instruction to be geared to the learning ability and pace of the individual student. These programs have been concentrated in the primary and intermediate years of the elementary schools in order to establish patterns of success early in the childrens' lives and develop habits of creativity, adaptability, inquiry and responsibility which will carry into the later years.

### Program Description

The two major new patterns of classroom organization which have been used in the Model School Division are Team Teaching and the Nongraded Primary and Intermediate Sequences. By the end of the 1966-67 school year, 99 Model School Division teachers and 3,503 MSD students were utilizing these new patterns.

Team teaching programs were initiated at Bundy, Cleveland, and Raymond Elementary Schools in 1965-66, and in 1966-67 expanded to Bancroft, Bruce, H.D. Cooke, Garrison, Harrison, and Meyer Elementary Schools. The Nongraded Primary Program was begun at the Meyer School in 1965, and in the last year extended to Bancroft, Bruce, and H.D. Cooke Schools. Garrison and Harrison Schools have been studying the organizational patterns and philosophy of the concept and are ready for further involvement. Cleveland and Bundy Schools also have Nongraded Intermediate Programs. The nongraded programs also involve team teaching.

In team teaching three or more teachers combine their knowledge and skills in the shared planning and instruction of a large group of pupils. Math, science, social studies, language and language arts are the subjectsusually involved. The Garrison School team also taught Personal and Family Living.

The programs emphasize varying class sizes and lengths tailored to the teaching objectives and subject to be taught, as well as the abilities and interests of the children. The Meyer School social studies team, for example, grouped children according to their interest in various countries. A team of teachers work together to identify the needs and problems of individual children and to evaluate their progress. This sharing of perspectives usually results in the improved understanding of pupils by all team members. The children are given the opportunity to relate to many more teachers than the one or two they would normally have.

In the Nongraded Primary and Intermediate Programs, fixed grades have been replaced by nongraded sequences in which each child can progress at his own speed without grade barriers. Children are placed in flexible groups in which achievement levels are set up to insure that they comprehend what is taught. This removes for some, the frustration of having to skip part of the work, and for others the boredom of rehashing what has already been learned. Grades, and with them the stigma of failure, are usually eliminated. Teachers work out checklists which record the child's development in reading and arithmetic skills, and send special report cards to the parents which explain rather than judge the child's progress.

In-service training programs, frequent staff meetings, and the use of consultants have been features of both the team teaching and nongraded programs. Both have featured experimentation and innovation in all phases of teaching, including use of new equipment and materials. An important by-product of the programs has been development by the teachers themselves of curriculum which is appropriate and relevant to the particular children they teach. Better utilization of time, equipment, and space is facilitated by the flexible grouping and teacher mobility that both these programs provide.

## Outcomes

Children, parents, teachers and principals have expressed enthusiasm for the Team Teaching and Nongraded Programs. Teachers have reported growth in understanding of their own strengths and weaknesses and increased desire for professional improvement. They have enjoyed the opportunity to teach what they know best, to learn from other teachers, and to plan more thoroughly. Children in the programs have made such comments as: "This program is helping me to learn more,"

"More teachers can know the classes better," and "I like the fun we have in sharing so many nice things." Parents whose children are in nongraded programs have expressed pleasure in their progress. "My child's far ahead of a child I had in the same grade the previous year," said one mother. Another remarked, "I like the Report Card and the reading 'Checklist' because I understand better what my child is doing."

Teachers have noted improved climate of motivation in their classrooms, which they attribute to the accent upon individual identity and team spirit which these programs have involved.

## Plans for 1967-68

Recommendations for improving the operation of the programs include the following:

1. Scheduled released time for teachers to be used for planning and curriculum development.

2. Establishment of a resource center in each building with basic equipment such as overhead projectors and starter kits, listening centers, tape recorders, films and filmstrip projectors, and Language Masters.

3. In-depth evaluation of the team teaching and nongraded programs so that they may better serve as models in helping to determine the direction for the rest of the D. C. Public Schools.

Both the Nongraded and Team Teaching Programs will be expanded into other MSD schools in the school year 1967-68. In addition, each school presently using these organizational patterns plans to expand them into additional classrooms.

# CULTURAL ENRICHMENT

## Rationale

The purpose of the Cultural Enrichment project is to expose the children of the Model Schools to musical, dramatic and dance performances, and to provide opportunities for exposure to other forms and artists.

Many people in the Cardozo area are not sharing fully in the rich cultural heritage of the world, their country, their city, or their community. Yet there exist both within and without the Model School Division vast talents for cultural enrichment. (The term "culturally deprived" is sometimes inaccurately used to describe "culturally different.")

Thus the intent of the Cultural Enrichment project is to provide experiences which are varied, informative, enjoyable and involving for the age levels of the audience. The performances are planned in a progressive order, and designed to enhance subject skills. They offer excellent springboards for Language Arts and related activities.

Some specific aims are: (1) to have the children meet directly the author, the painter, the sculptor, the musician and the actor, in addition to experiencing exposure to the products of the artists; (2) to encourage intra-school activity, i.e. sharing an assembly program; (3) to bring international culture to the Model School Program through speakers, films, and Embassy visits; and (4) to develop an awareness of the uniqueness of living in the Nation's Capital through field trips to local centers of interest.

Each teacher is provided with study guides or program notes when necessary. Pre-performance questions and evaluation sheets are used with the children for every performance to insure optimum value.

## Program Description

The Cultural Enrichment project, which reaches over 10,000 children monthly, has been fortunate in its efforts to secure diversified, professional, artistic programs with high educational content. The children in the Model School Division have been exposed to vocal, piano, choir, band, guitar and jazz concerts. Operatic performances have included "An Introduction to Opera," "La Serva Padrona," and "The Telephone."

Musical performing artists have included groups such as the Philharmonic Symphony Orchestra, The National Cathedral Choirs, and the Howard University Band.

Dramatic presentations by such well-known groups as The Garrick Players, The Washington Theatre Club, Masques and Mimes and The Junior League of Washington, have informed and delighted the school population.

The National Ballet, The Washington Theatre Dance Company and the St. Mark's Dance Company have captivated their young audiences with dance-lecture demonstrations and complete dance works.

Most of the exposures in art and literature have been through the extensive use of field trips. These trips have included The Smithsonian Institute, The National and Corcoran Galleries of Art, The African Museum, The Library of Congress and five local movie theatres. Mr. Anthony Howard, a Broadway actor, presented ten schools with poetry readings, and Lady Sarah Lou Carter (wife of the Guyanian Ambassador) gave "social tips" talks at fourteen schools.

In addition, The Model School Division in 1966 produced the film "A Creative Approach to Music Appreciation." This film of the Agnes Meyer School's presentation of Tchaikovsky's "Nutcracker" was presented at the National Music Educator's Conference in Boston, Massachusetts, February 13, 1967. In more recent months, the film has been viewed by local administrators, teachers, parents, and children.

## Evaluation

Ratings and comments from the teacher and pupil evaluation sheets of each activity, and letters from viewers and performers indicate the project is successfully meeting its aims.

Teachers say, "More! More! More!" One pupil added to his letter of appreciation, "P.S. Don't tell anyone, but after seeing this play, I'm going to become an actor." A theatre manager reported: "Those kids you brought to see 'Othello' were the best audience we've ever had. I was amazed to see their involvement in a film of this sort." A principal stated: "Our children need all of the programs you can send us. They are truly enriching and enjoyable experiences."

Suggestions for improvements from teachers have included the desire for more Negro performers, and more advance notification of the schedule.

Some of the major handicaps to the program operation have been: the poor condition and placement of pianos in schools; the lack of auditorium space in some schools; the lack of coordination between departments involved in cultural enrichment in the school system and those outside agencies which bring performances to the schools.

## Plans for 1967-68

Our plans for next year include the following:

1. Every child in the Title I School of the Model School Division will be exposed to one performance in music, drama, dance or literature per month in the schools.
2. Each Title I School will be allowed at least two preplanned trips per year.
3. Each Title I School will be allowed one teacher-requested trip per year.
4. All non-Title I Schools in the Model School Division will be served as often as possible on a "space-available" basis.
5. A functioning Cultural Enrichment Committee will be formed, composed of all persons involved in this area.
6. Parent involvement will be actively solicited through field trips, through shared assembly programs, and through bulletins announcing places to take children in the metropolitan area.
7. The list of performing artists and local resources will be expanded.
8. Intra-school activities will be actively encouraged.

## Cardozo Project in Urban Teaching

### Rationale

That significant improvement of urban education can be achieved through the training of dedicated young people to teach in inner-city schools is the major assumption behind the creation and continuation of the Cardozo Project in Urban Teaching. The distinctive nature of the training it provides has been shaped by the conviction that if students in these schools are to be motivated to learn, what they experience in their classrooms must have some relevance to the life they see and live in their homes and community. Teachers in the inner-city ought therefore develop their methods of teaching and decide what is to be taught on the basis of substantial knowledge of the students and their environment. The Cardozo Project in Urban Teaching provides its interns with the opportunity to acquire such knowledge directly and personally, and with guidance and support in translating what they learn into effective classroom teaching.

### Origin

The Cardozo Project in Urban Teaching was initially conceived as a program which would recruit and train returned Peace Corps Volunteers to teach in inner-city schools and would seek improvement of the curricular programs offered in these schools. It was begun in September, 1963 with funds granted by the President's Committee on Juvenile Delinquency through Washington Action for Youth. For the past two years the project has been financed by grants from the Office of Economic Opportunity. It has broadened its recruitment policy to include able young people other than Peace Corps Volunteers.

### Program Description

The Cardozo Project trains recent college graduates to teach in the unique conditions of the inner-city schools by placing them directly into these schools. The project office and the majority of the interns have been at Cardozo High School; other interns have been placed at Garnet-Patterson Junior High and at Grimke Elementary School. From the first day of the program interns assume complete responsibility for teaching their own classes -- two at the high school and junior high levels and a half-day in the elementary schools. They choose the material to be taught and develop their own lesson plans. As they teach, the interns are often observed by a curriculum specialist in their subject, the Project Director, and by other interns and teachers. A free exchange of criticisms and suggestions among project staff and interns, frequent conferences with the curriculum specialist, and a process of constant self-evaluation are major components of the training.

Another important part of the training is contact between interns and their students of the classroom. Interns become involved in after-school clubs and activities, take the students on trips, hold frequent conferences with them, visit their homes, and sometimes invite them to their own apartments. Many of the interns live in the community where they teach.

Credit for an M.A.T. from Howard University is given for the seminars which are part of the program. A seminar in curriculum development exposes the interns to the most recent materials in their subject and requires them to develop and revise their own units. In other seminars they study psychology, sociology, and educational theory, especially as these subjects relate to urban teaching.

## Outcomes

During the four years of its operation the Cardozo Project in Urban Teaching has trained sixty teachers. Of the forty-one trained in the first three years, twenty-two became regular teachers in public school systems, seventeen of those in the District. Six have gone into other types of teaching or continued graduate study, and ten took jobs in social service agencies. Sixteen of the nineteen interns trained this year have applied to teach in the District Schools.

An evaluation team from Northwestern University observed thirty-one interns and teachers trained by the Project and rated them in comparison with a matched group of teachers trained in traditional programs. Eighteen were judged excellent, the top category, ten were considered better than the above-average member of the control group, three were judged average, and none were considered below average or unfit to perform successfully as a teacher.

The Cardozo Project has produced a considerable body of curriculum materials in math, social studies and English, and in elementary school subjects. All of these are available to any teacher in the D. C. Public School System who would like to use them. The Northwestern evaluation team said that the quality of these materials was "judged to be first-rate-both in terms of relevancy to the situation and with respect to content, organization and presentation."

The project has served as a model for the National Teacher Corps and other training programs.

## Plans for 1967-68

The Board of Education has approved the continuation and expansion of the Cardozo Project in Urban Teaching. Next year it will train thirty-four interns and provide opportunities for sixteen regular teachers to gain a semester of additional training as "teaching fellows". It will be extended to schools which have not previously been involved. Personnel will include: a Project Director, an assistant Director, and four curriculum specialists.

# SCHOOL ASSISTANTS

## Program Definition

Many duties and activities now carried out by teachers, counselors, librarians, and other school staff can be performed by trained aides and assistants, thus enabling professional staff to devote their time and energies to the more critical and complex demands of their jobs. At the same time, experience indicates that "paraprofessional" workers often bring to their jobs special skills in human relations which make new contributions to the bettering of educational experiences for children.

The Model School Division has experimented with several types of school assistants who may be defined as paid school employees who are not qualifed teachers, but who assist in the educational program of a school. Within the MSD, teacher aides working under the Teacher Aide Program (TAP) comprise by far the largest group within this category. Other school assistants include: preschool aides; counselor aides; librarian aides; Neighborhood Youth Corps teacher aides and clerical aides; teacher aides under the Human Service Aide Project; and, as school programs continue to expand, health aides, technical aides, and community school aides.

The fact that the potential of school assistants is just beginning to be realized, coupled with the fact that in the MSD, school assistants have been integral parts of relatively independent programs, demands that major attention be focused next year on coordinating the efforts and accomplishments of these, and any other, programs as they relate to school assistants both as a developing career and as a new supportive resource for teachers and staff.

If possible, a MSD staff person should be designated responsibility for working with an Advisory Committee of teachers, principals and program directors to achieve the following specific goals:

1. Develop and recommend a schedule of job descriptions, guidelines for utilization, and a schedule of training appropriate for each aide category.
2. Work directly with all involved groups toward establishing permanent positions for each of the aide categories within the regular school budget, including carefully considered provisions for entry

requirements, performance ratings, salary increases, fringe benefits, career mobility, and incentives for excellent performance and/or related college study.

## Program Descriptions

Two programs, the TAP teacher aide program and the Human Service Aide Project, have focused exclusively on the role, training, and career potential of school assistants. Each of these programs will be described below, for they illustrate two valid and complementary approaches to fulfilling students' needs through the use of school assistants.

## A. Teacher Aide Program (TAP)

### Rationale

The Teacher Aide Program was designed to attack two basic and pervasive problems faced by our schools today. First is the problem of providing the special individual attention and support required by the majority of children who live in the Model School Division community as they enter school and proceed through the grades. Hundreds of children enter school each year afraid, conditioned to failure, and in need of the opportunity to develop a positive self-image and a healthy approach to life. Teachers aware of these needs feel increasingly frustrated by their lack of time to know each child on an individual and personal basis.

The second problem directly concerns the teachers and the educational program. The elementary school teacher undertakes the responsibility of providing a modern program of instruction for a class of as many as 35 children, sometimes more. The average teaching assignment for the teacher in the secondary schools is five classes, involving a total of as many as 150 students or more. Either of these assignments is difficult enough in schools attended by children who generally come from educationally supportive homes and who have had reasonably successful school experiences in previous years. The difficulty is compounded in inner-city schools, and accounts for a high degree of teacher frustration: "If only I had more time. If only I were two people."

## Program Description

This program, launched in January 1966, has been financed by funds from ESEA Title I.

Working under the TAP program this year are sixty-six teacher aides assigned, more or less in proportion to pupil enrollment, to the eight elementary schools and the four secondary schools eligible to participate in ESEA programs. Approximately fifty-six of this group began their service in January, 1966, and thus participated in the intensive aide-training program which was written up and published in March of this year in the form of a pamphlet, TAP, The Teacher Aide Program, a role sensitivity approach to training aides for classroom work with children in elementary schools. The remaining ten teacher aides joined the program to fill vacancies occurring this year, and have been working without the benefit of formal job training.

Assignments are made within each school according to the judgement of the principal. At the eight elementary schools, aides are usually assigned to work with two to three teachers. At the four secondary schools, the most common pattern of aide utilization is the assignment of each teacher aide to one or two department chairmen, who in turn schedule the aide's time according to the need for help that exists within that particular department.

A formal research study is currently being undertaken by the Washington School of Psychiatry to study the pattern of utilization and to determine the nature of variables, if any, which may influence the aide's activities or assignments. Informal research and observation, however, suggest that teachers most commonly depend on their aides for clerical work (official forms, checking students' papers, etc.), housekeeping (maintaining supplies, audio-visual equipment, textbooks, etc.), instructional assistance (review, drill or special projects with individual or small groups, listening to a child read, etc.) and providing adult supervision for a group or class if the teacher is called out of the room, or when the children are at lunch or on the playground.

The 12 principals whose schools have TAP aides visualize the impact teacher aides can have on the instructional program, and in spring 1967 expressed a supported need for a total of 193 aides. The need for more aides is accentuated by the eligibility of two additional MSD elementary schools for Title I programs, and by the fall 1967 opening of Lincoln Junior High.

## Plans for 1967 - 68

Because of the relatively limited monies alloted the MSD under Title I, the MSD will be unable to expand this program in 1967-68 beyond absorbing the 15 aides trained under the Human Service Aide Project. Training and research, however, will continue.

At the elementary school level it is proposed that there be a part-time director. A 3-point follow-up program will be conducted for one year beginning July 1, 1967 under a contract between the Area B Community Mental Health Center (D.C Department of Public Health - Howard University) and OEO (through the Bank Street College of Education). The proposal provides for:

1. A series of workshops or seminars on the subject of aide utilization for approximately 80 elementary school teachers who will have aides next year.
2. An intensive ongoing training program for the aides assigned to work with this group of teachers-in-training designed to strengthen their skills and "professionalism."
3. An intensive follow-up study of the teacher aides trained during fiscal 1967 under the Human Service Aide Program as well as sample groups of other teacher aides working in Model School Division schools, designed to explore in depth the patterns of activities, backgrounds and relationships which contribute to effective utilization of teacher aides at the elementary school level.

At the secondary level, effective administration of this section of the teacher aide program will require the full time of one staff director, whose general goal for the year will be to develop, define and interpret the teacher aides's role as it can best function in the secondary schools. Regular discussion meetings or seminars with the department chairmen will be conducted as the first step in teacher training programs. Specialized training sessions for aides will be developed and offered according to the demands of the aide's job as it becomes defined and refined during the year.

Informal and spontaneous experience to date has demonstrated the high potential of teacher aides as a link between school and community, a potential which should be explored by all involved staff.

## B. Human Service Aide Project

### Rationale

The Human Service Aide Project attempts to reach the type of student who has difficulties in school and who, when he does manage to graduate, is not easily able to find and hold a job. It seeks not only to provide him with work experience and training, but also, in offering an integrated academic curriculum relevant to his work, to increase his interest in learning and motivate him to finish school.

The problem of preparing students for specific jobs has grown more complex with the rapid expansion of technology. Jobs may become obsolete even before the training is over. However, the knowledge, skills, and attitudes needed for work in the human services are not readily devalued by extension of automation and are useful qualifications for many other types of jobs. It is estimated, moreover, that employment potential in the human service field is rapidly expanding and that trained aides can perform a valuable service in relieving the overworked professional.

It is widely agreed that one of the underlying causes of the inner-city student's apathy toward school is the uselessness and irrelevance of what he is asked to learn there. The curriculum of the Human Service Project is designed to capture the trainees' interest in learning by offering an opportunity to acquire the specific skills he needs to function on the job and to deal with general concepts related to his work experience. The student may therefore perceive for himself that what he is being asked to learn in school is useful and important.

### Origin

The New Careers Training Project, conducted by the Institute for Youth Studies of Howard University, has had over three years of experience in training out-of-school unemployed and underemployed youth to work as para-professionals in the human services. The idea of bringing the "New Careers" approach into the public schools was mutually conceived and implemented by the staff of I.Y.S. and of the Cardozo Project in Urban Teaching, a Model School Division program which trains teachers to work in inner-city schools. A grant was obtained by the New Careers Training Project from O.E.O. to run the Human Service Aide Project at Cardozo High School in 1966-67.

## Program Description

Twenty-eight Cardozo seniors were selected to participate in the project.

On the basis of poor academic records as well as histories of unacceptable behavior and chronic absence from school, approximately two-thirds were judged to be "high risks," or in danger of not finishing the year. The other third had earned mediocre grades and had not created discipline problems in school, but also had records of lower than average attendance. Six of the group had at some point dropped out of school; two had been dropouts until recruited for this program. The trainees were basic and general track students with third to tenth grade reading levels and an equally wide range of deficits in writing and arithmetic skills. All met the criteria for employment by the Neighborhood Youth Corps.

The trainees worked for fifteen hours a week throughout the year, twenty as teacher aides in three elementary schools of the Model School Division, and eight as health aides for the Department of Public Health. They were paid $1.25 a hour by the Neighborhood Youth Corps. Their school days were lengthened to accomodate full-credit courses in math, science, English, social studies, and specialty (job skills), and non-credit classes in remedial English. Much of the academic curriculum was developed especially for this project, and dealt with such job-related topics as coping, role, community institutions, and child growth and development. The trainees also attended bi-weekly "core groups," counselling sessions in which they were encouraged to discuss problems they had encountered with work and school and develop strategies for dealing with them. All staff worked with the students individually and in their classes to help them achieve understanding of their own and other peoples' behavior and to develop attitudes which would help them to function successfully as human service aides.

## Outcomes

As the data compiled by the research staff of the Institute for Youth Studies has not yet been analyzed, few precise or objective statements about the outcomes of the program can yet be made. There is, however, the following evidence that the Human Service Aide Project has achieved favorably significant results in both the job-training and academic components.

1. Twenty-two of the trainees successfully completed the project. Three girls left because of pregnancy and three boys were dismissed because of excessive absence from work or school, in violation of rules jointly formulated by students and staff. Arrangements were made for these students to complete their gradu-

ation requirements, and five of the six were expected to finish school in June.

2. The academic performance of the trainees was generally better than it had been in their previous years of school. The apathy toward education frequently found to be characteristic of low achievers was at least partially overcome, in that the students became involved in criticizing and suggesting improvements in the academic curriculum, and more frequently asked teachers for individual help as the program progressed.

3. The trainees' attendance was better than it had been in earlier years.

4. Nurses and teachers who supervised the aides in their work reported that they had performed valuable services. One teacher said of the "high risk" boy serving as her aide that she "couldn't teach without him;" another complained that the two-page evaluation form provided was much too short to do justice to the contributions of her aide, both in the classroom and in work with the childrens' families.

5. The work experience made the aides acutely aware of their problems in accepting responsibility and relating to others, and in many cases discussion of these problems with staff and other students helped to resolve them.

6. The twenty-two aides who completed the program have been offered jobs in the Model School Division and the Department of Public Health. Most have indicated thay they will take these positions. One girl has been admitted to a school for training as a Licensed Practical Nurse.

## Plans for 1967 - 68

A second Human Service Aide Project to train forty students as aides in public health service and community mental health is planned for the school year 1967-68. The project will function as an integral part of Cardozo High School, with the Model School Division assuming the major responsibility for supervision and the Area B Community Mental Health Center (D.C Department of Public Health-Howard University) assisting with program planning and selection of staff, and providing consultative and research services. It is hoped that this extension of the project will constitute a major step toward the incorporation of human service aide training into the regular vocational education program of the D. C. Public Schools.

Personnel of the project will include: a Program Supervisor, a consultant from the Area B Community Mental Health Center, three academic teachers, two specialty instructors, a counselor, a secretary, and an in-school Neighborhood Youth Corps aide.

The second Human Service Aide Project will be financed through the Area B Community Mental Health Center with an extension of this year's grant from the Office of Economic Opportunity. The projected total cost of the program is $45,000 to $60,000.

The research staff of the Area B CMHC will assume major responsibility for developing and implementing an evaluation design in order to obtain a reasonably systematic assessment of program outcomes. Research on the roles assumed in the classroom by teacher aides trained in this year's project will also be conducted, in cooperation with Bank Street College of Education and under a separate grant from OEO.

## PRESCHOOL PROGRAM

### Rationale

The Preschool program was envisioned as an extensive and innovative attempt to enrich the educational experiences of the three, four, and five year-old children of low income families in the Washington, D. C. target area. It was further designed to close the gap between the educational preparation of these children and the preparation of children from more advantaged homes. A critical phase of the program was development of an overall research plan so that innovations could be introduced in the proper way, at the proper times, and be properly evaluated.

### Origin

Under a grant from the President's Juvenile Delinquency Committee and the United Planning Organization, the Model School Division opened five preschool centers in October 1964. These centers were housed in neighborhood churches and initially enrolled 180 three and four year-olds. In October 1965, the Preschool program opened with a total enrollment of 400 children. Five centers were still used, serving 80 children per day. The sponsorship of the five centers was a joint effort. From September 1965 until February 16, 1966 the preschools were officially responsible to and salaried by the United Planning Organization under contract from the Office of Economic Opportunity. On February 23, 1966 the D. C. Public Schools officially hired personnel from the preschool and accepted total responsibility for the program. Funding, however, was still continued by the Office of Economic Opportunity. At the end of the school year in June 1966, parents and community leaders expressed a strong desire for the continuation of the schools in the fall. When preschools opened October 3, 1966, five centers, staffed by ten teachers, ten teacher aides, ten 1-B students, five custodians and five cooks were in use. Four centers were still housed in neighborhood churches, and one center in a Salvation Army headquarters.

### Program Description

During the year 1966-67 many new and workable ideas were introduced in the program. Junior Speech Therapists, under the sponsorship of D. C. Teachers College worked two days per week in each center. Ten therapists were used. Their major aim was "to correct any speech difficulty which calls attention to itself; causes the child undue concern, or detracts seriously from his communicative ability." A Nutritionist from the D. C. Public Health Department conducted in-service training and workshops for our cooks and parents. Monthly brochures were sent to each center so that parents might be aware of the "best buys" for the month and how to tastefully prepare them. The Mental Health Consultant, a teacher at the Washington School of Psychiatry and Howard University, who donated her full time during the school year, made weekly visits to each center for observation of children whose behavior patterns were questionable. Children were placed on the referral list and serviced (with parents' consent) without cost by the Child Guidance Clinics' new Therapeutic Nursery School.

In-service training, which has been an on-going part of the program, began in September when staff members reported officially to duty. Three weeks were spent with the Supervising Director of the Model School Division and full staff in revising and printing all old registration forms, and planning some new ideas for menus and daily programs. During the school year staff participated in two major workshops, visited other preschool centers and attended national conferences.

Innovations of the staff have included the development of a film, the writing of a book which is pending publication, and the development of a functional curriculum.

## Evaluation

An OEO educational consultant who evaluated the Model School Division Preschool Program concluded:

> "This program is one of the best preschool programs I have seen, or heard discussed, based on philosophy of child development, trained teachers, assisting services and educational opportunity after preschool."

Some of the strengths of the program cited in the evaluation were: the number of children served, the qualifications of its teachers, the in-service training, use of supporting services of other agencies, the development of the program in accordance with philosophy of child development, and its adaptations to the needs of the whole child. It was noted that this program is considered so well set up that the National Institute of Mental Health wants to initiate a cooperative research project in conjunction with the Model School Division.

An evaluation conducted by United Planning Organization also concluded that "the Preschool program has been very successful."

Both evaluations recommended some changes in the program, including:

1. Reduction of teacher - pupil ratio.
2. Increased job security for personnel.
3. Increased use of aides, especially men.
4. Increased in-service training.
5. Availability of supplies at the beginning of the school year and freedom to order ahead for next year.
6. Expansion of parent education and involvement in programs.
7. More emphasis on educating through senses of touch, smell, and taste.

Many of these recommendations have been incorporated into the plans for 1967-68.

## Plans for 1967-68

To further serve the community and especially its families we want to offer only the best in preschool education. General improvements for the new fall session 1967-68 are outlined as follows:

1. The addition of a director of social services, two social workers and six social service aides will increase our effort to more directly relate the community-at-large to families with added provision for follow-up services of the program to be a major goal.

2. The food services program will be broadened to include additional food for those children whose domestic situation does not provide adequate nutritious food.

3. The addition of ten teachers will eliminate the requirement that one teacher must teach two groups of children (AM-PM) in one day and will reduce the pupil-teacher ratio to 10:1.

4. The psychological services team will coordinate the supportive services to focus on the individual child's needs from the psychological, sociological and physical and mental health points of view. This closely approximates the "clinical approach" to meeting the needs of children. The availability of two psychiatric social workers from Summer Head Start will further enhance the service.

5. Greater use of volunteer services is planned for the program and is being sought from established community volunteer sources. The assignment of one of the social service aides as coordinator of volunteer services will hopefully provide a "clearing house" for these services.

6. The staff development program will include a comprehensive pre-service and in-service training program for new and incumbent staff to be designed and organized in cooperation with O.E.O. consultants. Additional O.E.O. support is to be sought during the year.

7. Preschool Advisory Council, formed during this school year will form the nucleus of an educational planning committee which will focus on organization and planning of a continuing preschool program and on methods of facilitating transition of preschool learning to kindergarten and public schools.

## COMMUNITY SCHOOL

### Rationale

The Community School programs have developed out of the belief that the school is most effective when it allows its educational objectives to grow out of the community's needs and desires, and involves the total community itself in the implementation of these objectives. In the MSD every school is in the process of becoming a "community school".

### Program Description

Specific programs developed in the past several years which are in accord with the community school philosophy include Double Barrel-Extended Day, Cultural Enrichment, Preschool, Neighborhood Youth Corps, Teacher Aides, and the Harrison Educational Camping Project. Of these programs, the Double Barrel-Extended Day and the Harrison Camping Projects are being combined with a broader and more recent program, Community School.

The change in program organization and implementation is occurring because student and school staff response to each of these programs has strengthened the conviction that there is a need to expand the Community School programs into every school on a decentralized basis. Therefore, these programs are being modified to become a part of the Community School program which is geared toward building within each school a closer relationship between the specific school unit and its local community.

Eventually, each school will have a community school coordinator who helps the principal involve parents and community in planning and carrying out educational programs. Within the Model School Division three schools, H.D. Cooke, Bruce, and Garnet Patterson, have community school coordinators. These three schools serve 2,424 children and a residential population greater than 6,000. Their actual programs vary, for each community school by definition caters to the needs and desires of its own residents.

Double Barrel-Extended Day, when located in each building under the direction of a school staff person will continue to provide enrichment, recreation, counseling and tutorial services for disadvantaged children. College students will be assigned on a school basis as counselors to five children. They will continue to become friends of the students, know the students' families, take an active interest in student problems, tutor, and take joint trips. In the evening school libraries will remain open for use by the children and their counselors, as well as for use by all area children who need a quiet place to study. The three extended day libraries are staffed by librarians who are especially oriented toward providing personal guidance. An average of 1,000 children per month make use of these centers.

The Harrison Camping program provided during the regular school year an educational camping experience for 280 elementary children and their teachers. It developed through a MSD contract with Family and Child Services to provide the facilities and camping staff. After extensive orientation, students came to camp in four five day sessions, where they participated in a program of experiences in music, dance, drama, pioneering, farm life, nature and science. Seminar discussions held by consultants allowed all personnel to define their roles and express their feelings concerning programming and the adjustment of children. The experience resulted in closer and more understanding relationships between and among children and teachers. During the 1967 summer, Harrison School will operate a summer day camp program.

The community school coordinators in Bruce, H.D. Cooke and Garnet Patterson are helping with the development of the following:

1. Parent-learning programs, including sewing groups, sex education, home management, and basic education classes.

2. Self improvement programs, including typing, general shop, business English, tutoring, nutrition, nurses aide programs, home management, teen clubs.

3. Family strengthening programs, in which whole families participate in trips, square dancing, hobbies, and activities in art and music.

4. Cooperative programs with other agencies, some of which have involved housing the agency and activities within the school.

5. Development of resident leadership by conducting workshops on group leadership and assisting in the organization of community councils.

6. Maintaining liaison with other programs involving the community, such as the Double Barrel-Extended Day project.

7. Expansion of the community school philosophy and objectives through work with active civic and religious organizations, key indigenous residents, social agencies, business personnel, school staff, and parents.

In three months the coordinator from H.D. Cooke has visited 19 business and civic organizations, over 75 homes and 7 of 21 area churches. The coordinator at Garnet Patterson has helped develop a Pan American Week and an African Festival in cooperation with the staff members of the English, Social Studies and Physical Education Departments. The coordinator at Bruce has developed an active group which previews films for the next school year, meets with educational consultants and is preparing a play for the closing of school.

The coordinators constantly attempt to evaluate their progress in the creation of true community schools. As they continue their work they will attempt to answer such questions as: Are teachers participating in community-school activities? Are agencies unifying and increasing their services? Is a community council established and handling problems that are crucial to the betterment of school and community? Is the community turning to the schools for help in solving its problems?

## Plans for 1967-68

Projects now getting underway include: summer programs at each community school; sewing and typing classes for parents established in cooperation with Change, Inc.; a class for children and parents in the use of new elementary science materials; group work with teenage boys and the development of a block communications network in the Garnet Patterson area.

## Recommendations

1. A minimum of six additional schools should be assigned community school coordinators so that in 1967-1968 at least ½ of the Model School Division will have additional help in opening its schools to the community.

2. The existing Community School programs should be expanded for community residents to include more evening and weekend activities including explorations

of methods and materials that are being used in the school.

3. The Double Barrel-Extended Day Project should be incorporated into the program of each community school.

4. Each community school coordinator should have an office easily accessible to the community. It should be equipped with phone and typewriters.

5. An area resident should serve as paid assistant for each community school coordinator.

6. A new class of personnel should be established as a Community Skills Specialist. Such personnel would be residents of the community. They would work with groups interested in exploring a particular activity as woodwork. Their appointment would be short term, five weeks with the possibility of reappointment if additional demand from the community warranted it.

7. Each community school should have a fund for miscellaneous and emergency expenditures.

These recommendations can be enacted only if additional funds can be obtained above those presently available.

# COOPERATIVE SCHOOL-UNIVERSITY PROJECT

## Rationale

The opening of Lincoln Junior High School in September, 1967 offers a unique challenge. Its building, pupils, and faculty will all be "new". The opportunity is there to develop and evaluate instructional programs which reflect the best in current thinking and planning in urban education, and which, if proven successful, can be extended to other schools. The Model School Division, universities, industry, and community, all have resources which should be brought together.

The first phase of developing such new programs calls for testing the model of cooperation between one institution and one school in one content area. The second phase will involve testing cooperation with institutions which have resources in the basic content areas: English, mathematics, science, social studies. Only then will it be possible to develop a total cooperative project in all the instructional areas of the junior high school.

## Plans for 1967-68

In testing the idea of a cooperative program, the Model School Division will cooperate with Trinity College. The college will be a resource for training teachers and for the development of new curriculum and teaching methods.

A Clinical Associate Professor of English from Trinity College will be placed in the Lincoln Junior High School. This person will teach one class a day and work with teacher trainees (10 interns) and other teachers in developing curriculum and improving teaching techniques. As new materials and strategies are employed in the classroom, they will be evaluated by the total English department.

Interns from the National Teacher Corps, the Master of Arts in Teaching Program at Trinity College, and the Cardozo Project in Urban Teaching will teach two class periods a day under the supervision of three trained Resident Supervisors, who are experienced teachers of English from the school system. These persons will be resident master teachers and curriculum specialists.

In preparation for phase two of the total concept of the project, a special summer program (funded through Trinity College by the Office of Education) will train the cadre staff of the Lincoln Junior High School to design a course of studies in English, mathematics, science, and social studies based on pupil needs and performance. By preparing staff to work together to integrate available curricular materials, innovative school organization, and continuing evaluation techniques in an effective educational program for Lincoln Junior High School, the summer project will help define areas of, and limits of, cooperation between institutions.

An outside evaluation group has been retained by Trinity College to analyze and evaluate the effect of cooperative staffing on program development. By the end of the first year, it will be possible to describe special tasks that can be performed through a close relationship between institutions such as the Model School Division and Trinity College. It should also provide directions for other and differing relationships.

# SHAW-HOME-AWAY-FROM-HOME

## Rationale

A proposal for a residential annex for Shaw Junior High School of the Model School Division had its origin in the identification by the school faculty of girls living in home situations so threatening, not only to their school success but also to their safe development, as to warrant community intervention in their lives. It was felt that some girls are better served by a determined effort to involve protective services, others through the enlisting of existing social services for the child and parents. But, in addition, some girls might indeed profit from a stay in the ordered surroundings of a shelter while efforts were made for future plans with their families.

In Washington there are several group care facilities, but each restricts itself to a severely limited population. They serve in the main as half-way houses between earlier institutional placements and free discharge to the community. None exists offering service without prior commitment or institutional residence.

## Plans for 1967 - 68

It has been proposed that a residential annex of Shaw Junior High School be established in a building owned by and attached to the Phyllis Wheatley YWCA. The project will be operated by Family and Child Services, a licensed child-placing agency, under a contract with the Model School Division. A close cooperative relationship will have to be established and maintained between the Model School Division, Shaw Junior High School and the agency. The Executive Secretary of Family and Child Services will be the person responsible to the Model School Division for operation of the project, and the Project Director will report directly to the Executive Secretary.

Personnel of Shaw Junior High School will identify candidates for the annex. Among the criteria which will be followed in selection for admission are: (1) an assessment of the home situation which appeared to require removal of the child, (2) the appropriateness of the Shaw residence above all other possible remedies (including assessment of the girl's capability to make proper use of the resource), and (3) the ability to accommodate the girl legally, and (4) the girl's willingness to enter the program. It is assumed that any girl whose difficulties in establishing group involvement appeared too insurmountable could not make proper use of the facility. Such girls will become a part of the Project Director's concern in the school until such time as they are able to function more soundly.

The Guided Peer Group, a method of treatment as well as a type of student government, will be a major means of achieving behavioral change in the girls living at the shelter. Its employment means that the group of girls will be given primary responsibility for decisions for and about one another; that they agree on and set standards of conduct for their members, and they establish and recognize the rewards and penalties for varying conduct. Girls who have had experience in the shelter and have returned to the community will be encouraged to continue participation in the group.

There will be an established regularity to the regimen of the house; it will include eating hours, bed time, and rising time. Each girl will be expected to notify the House Resident as to her whereabouts when away from the annex. School activities will constitute a major weekday responsibility of the girls. So will the assumption of a major share in the tasks of running the house. The girls will be responsible for helping in the preparation of the food, for laundry, for cleaning and for keeping personal quarters tidy. Individual success or failure in these tasks will be an element of discussion in the group process. Group meetings in which all join will be held on most evenings of the week. Leadership will be the responsibility of the Group Worker; who, along with other staff, will have the consulting services of the Family and Child Services psychiatrist

While recreational facilities in the house and in the adjoining YWCA will be used, it is recognized that the girls will maintain ties in the community which should not be broken. The visiting of friends and family in the annex and at home will be encouraged and overnight visits to family and friends will be a matter for individual determination. Religious ties which the girls might have will be maintained and fostered.

While the girl lives at the shelter, continuing work with her family will be carried on by the Project Director. When she returns to her home the Director will continue contact with her and her family in order to follow her progress.

## Evaluation

A continuing evaluation of the program should be maintained. A regular reporting system to the Model School Division, the Board of Trustees of Family and Child Services and the project advisory committee should be a part of the operational plan. The Project Director should keep records of the family situations and the personal circumstances of each girl. The Group Worker should keep records of group meetings and the interactions of girls observed in them. The agency will assume responsibility for an annual progress report and for the publication of a completed report of the project describing its design, its operation, and its consequences to the girls it has served.

# CARDOZO DATA PROCESSING PROJECT

## Rationale

Many youth graduating from high school are unequipped to compete in the more promising fields in today's job market. At the same time the five city-wide vocational high schools are filled to capacity. Thus, it is imperative that the general high school broaden its curriculum base to provide the variety of training experiences needed by its students, with emphasis on training the non-college bound in job areas which afford immediate employment opportunities.

The Human Service Aide project for Cardozo seniors has begun to explore successfully the employment potential in service fields which will not become obsolete because of rapid technological advance. Yet, technological advance in itself opens many new career opportunities for specially trained people. Occupational forecasts for the data processing field indicate that thousands more workers are needed than can be trained and that the shortage will increase significantly over the next few years.

This forecast forms the base for an experimental project to provide high school students with concentrated entry level training in the field of business data processing. The objectives of the project will be to:

1. Develop a high level of student motivation, based on interest in the mechanics and the vocational opportunities of the field.
2. Equip each student to successfully complete occupationally related skill tests which will qualify the student for employment.
3. Orient the training experience to parallel as closely as possible the approach to work actually used in business and industry.
4. Involve industry, trade associations, and professional groups in an advisory and program planning capacity to insure that current training skills and approaches are maintained.

## Plans for 1967-68

Forty eleventh and twelfth grade business curriculum students from Cardozo High School will be selected as data processing trainees, and grouped into two classes of 20 each. The large majority will be non-college bound.

During the first phase of the project, each class, in addition to completing course work required for graduation, will meet with a single teacher for three consecutive periods daily for 18 weeks to work on typing, business, and communication skills. Initial training emphasis will be on developing speed and accuracy in typing, becoming familiar with test taking techniques, and developing filing, coding and vocabulary building skills Each student will be expected to have reached a typing speed of twenty words per minute by the end of the second week of training.

As the student masters typing skills, he will be cross-trained in keypunch simulation and finally in actual machine use. Students will learn to prepare IBM and program cards, to verify punched cards, and to use simple accounting procedures related to business data processing.

By completion of the first semester each student hopefully will have taken and successfully completed the Civil Service examination for clerk, clerk-typist and/or card punch operator. Students will also have to show facility with the keypunch operation as a requirement for entrance into phase two of the project, electronic accounting machine operations (EAM).

The EAM training will be held at the Armstrong Adult Center, which is selectively making its data processing facility available to the top twenty students who demonstrate aptitude for data processing. During this second phase of training, students will learn control panel wiring for the IBM 407 accounting machine, collator and reproducer. They will also solve actual program problems drawn from modern bookkeeping and accounting techniques.

At the completion of the one-year training cycle, graduating students will be placed in entry level positions as data processing equipment operators or as clerks, clerk-typists or keypunch operators. Several large firms have already expressed interest in hiring for further training those who complete the program. In addition, students may continue their training by entering Armstrong's post-high school program, which is offered at night and eventually leads to computer programming.

The eleventh graders who remain in the program will return in their senior year to the Armstrong Adult Center to further refine their EAM skills and enter computer programer training.

## Evaluation

The success of the program will be directly measured by the number of trainees who pass the specified Civil Service examinations, and eventually measured by the number who obtain and maintain jobs utilizing the skills developed during their work-oriented student training.

The MSD hopes that this experimental project will rapidly enable program developers to determine the amount of training and time necessary for developing in high school students clerical, keypunch, and data processing skills. It is also hoped that this project may serve as a model for more closely aligning the high school business curriculum with the developing needs of business and industry, and therefore with the needs of students seeking employment opportunities in these fields.

# V. MODEL SCHOOL DIVISION: BUDGET

A. Source and Amount of Funding

B. Program Cost Analysis

## A. SOURCE AND AMOUNT OF FUNDING

| PROGRAM | REGULAR | ESEA | IMPACT AID | O.E.O | OTHER | REMARKS |
|---|---|---|---|---|---|---|
| General Administration | | | 82,859 | | | |
| Program Operations | | | | | | |
| Instructional Staff | | 85,032 | | | | |
| Research & Evaluation | | 50,000 | | | | An additional $100 for planning |
| "Model" Model Staff | | 33,759 | | | | |
| Programs | | | | | | |
| Staff Development | | 286,550 | | | | |
| Urban Teaching | 135,765* | | 89,802 | 100,000 | | Project to be oper city-wide basis |
| School Assistants | | | | | | |
| Teacher Aides | | 365,738 | | | | |
| "Model" Model Aides | | 49,890 | | | | |
| Community School | | 39,930 | | 242,000 | | Seeking $242,000 and/or foundation |
| Cultural Enrichment | | 18,500 | | | | |
| Curriculum Improvement | | | | | | |
| English in Every Classroom | | 20,000 | | | | |
| Cardozo Data Processing | | 17,000 | | | | |
| Learning & Curriculum Supplies | | 55,770 | | | | |
| Preschool | | | | 441,997 | | $43,727 being pro in in-kind servic being sought for matching funds |

## A. SOURCE AND AMOUNT OF FUNDING

| | REGULAR | ESEA | IMPACT AID | O.E.O | OTHER | REMARKS |
|---|---|---|---|---|---|---|
| on | | | 82,859 | | | |
| f | | 85,032 | | | | |
| on | | 50,000 | | | | An additional $100,000 needed for planning |
| f | | 33,759 | | | | |
| | | 286,550 | | | | |
| | 135,765* | | 89,802 | 100,000 | | Project to be operated on city-wide basis |
| | | 365,738 | | | | |
| des | | 49,890 | | | | |
| | | 39,930 | | 242,000 | | Seeking $242,000 from O.E.O. and/or foundation |
| t | | 18,500 | | | | |
| **ment** | | | | | | |
| Classroom | | 20,000 | | | | |
| cessing | | 17,000 | | | | |
| culum Supplies | | 55,770 | | | | |
| | | | | 441,997 | | $43,727 being provided by D.C in in-kind services; $53,986 being sought for additional matching funds |

## SOURCE AND AMOUNT OF FUNDING (continued)

| Programs | REGULAR | ESEA | IMPACT AID | O.E.O. | OTHER | REMARKS |
|---|---|---|---|---|---|---|
| Shaw-Home-Away-From-Home | | | 92,850 | | | |
| Cooperative School-University | 30,000* | 27,100 | | | 103,310 | Other funds pr<br>Foundation and |
| TOTALS: | 165,765 | 1,049,269 | 265,511 | 783,997 | 103,310 | |

**CUMULATIVE TOTAL:**

| | |
|---|---|
| Regular | $ 165,765 |
| ESEA | 1,049,269 |
| Impact Aid | 265,511 |
| OEO | 783,997 |
| Other | 103,310 |
| | $ 2,367,852 |

* In-Kind Contributions

## SOURCE AND AMOUNT OF FUNDING (continued)

| | REGULAR | ESEA | IMPACT AID | O.E.O. | OTHER | REMARKS |
|---|---|---|---|---|---|---|
| rom-Home | | | 92,850 | | | |
| ol-University | 30,000* | 27,100 | | | 103,310 | Other funds provided by Ford Foundation and Trinity Colle |
| TOTALS: | 165,765 | 1,049,269 | 265,511 | 783,997 | 103,310 | |

**CUMULATIVE TOTAL:**

| | |
|---|---|
| Regular | $ 165,765 |
| ESEA | 1,049,269 |
| Impact Aid | 265,511 |
| OEO | 783,997 |
| Other | 103,310 |
| | $ 2,367,852 |

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* In-Kind Contributions

## B. PROGRAM COST ANALYSIS

| PROGRAM | PERSONNEL | TRAVEL | SPACE COST | SUPPLIES | EQUIPMENT | CONTRACTUAL SERVICES | CONSULTANT SERVICES | OTHER |
|---|---|---|---|---|---|---|---|---|
| General Administration | $ 79,559 | $ 3,300 | | | | | | |
| Program Operations | | | | | | | | |
| Instructional Staff | 67,912 | 3,120 | | $ 2,500 | $ 2,000 | | $ 5,000 | $ 4,50 |
| Research & Evaluation | | | | | | $ 50,000 | | |
| "Model" Model Staff | 33,759 | | | | | | | |
| Programs | | | | | | | | |
| Staff Development | 237,200 | 3,600 | $20,000 | 6,000 | 15,000 | | 4,750 | |
| Urban Teaching | 317,067 | 1,000 | | 5,500 | | | 2,000 | |
| School Assistants | | | | | | | | |
| Teacher Aides | 365,738 | | | | | | | |
| "Model" Model Aides | 49,890 | | | | | | | |
| Community School | 232,590 | 13,620 | 3,000 | 17,820 | 6,220 | | 2,400 | 6,28 |
| Cultural Enrichment | 3,500 | | | | | 15,000 | | |
| Curriculum Improvement | | | | | | | | |
| English in Every Classroom | 14,000 | | | 6,000 | | | | |
| Learning and Curriculum Supplies | | | | 55,770 | | | | |
| Preschool | 361,410 | 3,859 | 9,125 | 42,150 | 4,896 | 10,515 | 4,242 | 5,80 |
| Cooperative School-University | 160,410 | | | | | | | |
| Shaw-Home-Away-From-Home | 52,561 | 1,000 | 5,244 | 15,936 | 2,000 | | | 16,10 |
| Cardozo Data Processing | 8,000 | | | 1,000 | 3,500 | 4,500 | | |

## B. PROGRAM COST ANALYSIS

| | PERSONNEL | TRAVEL | SPACE COST | SUPPLIES | EQUIPMENT | CONTRACTUAL SERVICES | CONSULTANT SERVICES | OTHER | TOTAL |
|---|---|---|---|---|---|---|---|---|---|
| istration | $ 79,559 | $ 3,300 | | | | | | | $ 82,859 |
| tions | | | | | | | | | |
| al Staff | 67,912 | 3,120 | | $ 2,500 | $ 2,000 | | $ 5,000 | $ 4,500 | 85,032 |
| Evaluation | | | | | | $ 50,000 | | | 50,000 |
| el Staff | 33,759 | | | | | | | | 33,759 |
| opment | 237,200 | 3,600 | $20,000 | 6,000 | 15,000 | | 4,750 | | 286,550 |
| ing | 317,067 | 1,000 | | 5,500 | | | 2,000 | | 325,567 |
| stants | | | | | | | | | |
| ides | 365,738 | | | | | | | | 365,738 |
| del Aides | 49,890 | | | | | | | | 49,890 |
| School | 232,590 | 13,620 | 3,000 | 17,820 | 6,220 | | 2,400 | 6,280 | 281,930 |
| richment | 3,500 | | | | | 15,000 | | | 18,500 |
| Improvement | | | | | | | | | |
| n Every Class- | 14,000 | | | 6,000 | | | | | 20,000 |
| and Curriculum | | | | | | | | | |
| | | | | 55,770 | | | | | 55,770 |
| | 361,410 | 3,859 | 9,125 | 42,150 | 4,896 | 10,515 | 4,242 | 5,800 | 441,997 |
| School-Uni- | | | | | | | | | |
| | 160,410 | | | | | | | | 160,410 |
| Away-From-Home | 52,561 | 1,000 | 5,244 | 15,936 | 2,000 | | | 16,109 | 92,850 |
| ta Processing | 8,000 | | | 1,000 | 3,500 | 4,500 | | | 17,000 |